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ABSTRACT

The state of Indiana has established new academic standards in English/Language Arts. These "world-class" standards outline what a student should know and be able to do in each subject, at each grade level. This Teacher's Edition of the academic standards--an exact reprint of the standards guides for parents and students--provides educators and administrators with a complete set of Indiana's K-12 academic standards for English/Language Arts. The Teacher's Edition notes that while the standards set expectations for student learning, they do not prescribe how the standards should be taught. It is divided into the following sections: Kindergarten; 1st Grade; 2nd Grade; 3rd Grade; 4th Grade; 5th Grade; 6th Grade; 7th Grade; 8th Grade; 9th Grade; 10th Grade; 11th Grade; and 12th Grade. (NKA)

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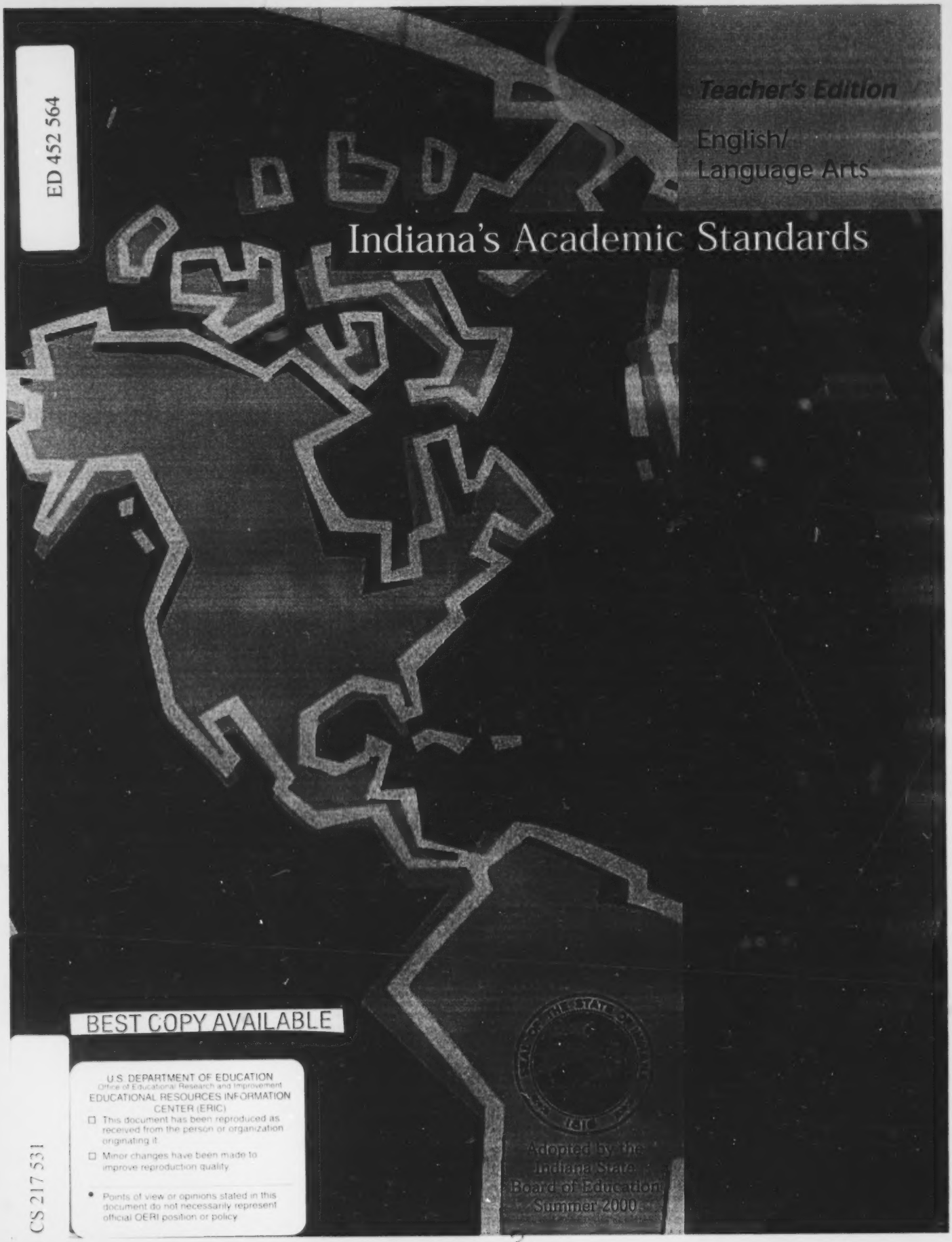
ED 452 564

Teacher's Edition

English/
Language Arts

Indiana's Academic Standards



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CS 217 531

Adopted by the
Indiana State
Board of Education
Summer 2000

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Introduction

The demand is greater than ever for people who can read, write, and speak effectively; analyze problems and set priorities; learn new things quickly; take initiative; and work in teams. Technology has already transported us into a time where the next e-commerce opportunity is limited only by our imagination.

That's why Indiana has established new academic standards in English/Language Arts and Mathematics. These world-class standards outline what a student should know and be able to do in each subject, at each grade level.

World-Class Standards

The new standards were recommended by Indiana's Education Roundtable and adopted by the State Board of Education in Summer 2000 under the Indiana General Assembly's direction to develop standards that are "world class, clear, concise, jargon-free, and by grade-level."

According to Achieve, Inc., these new academic standards are "among the clearest, most understandable, and most rigorous standards in the nation."

Teachers are expected to begin instruction toward these standards immediately. The ISTEP+ statewide assessment of these standards will be aligned to measure higher expectations and phased in for students in Grades 3, 6, and 8 beginning in 2002 and in Grade 10 in 2004.

The Importance of Parent and Student Involvement

Higher academic standards pose a challenge, but Indiana students have shown they can measure up. Our students know that higher expectations lead to greater rewards – and they're prepared to work harder. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and parents have detailed information about a child's strengths and weaknesses.

Copies of the grade-specific academic standards will be sent to your school to be distributed to parents, as required by the Indiana General Assembly. As a teacher, you know that parental involvement is important to student success. The standards guides are a good way to engage parents in meaningful dialogue about student progress. Be prepared with your own classroom examples to help illustrate the standards.

It's also important to talk to students about these expectations – helping them take responsibility for their learning. More than simply a checklist, the standards provide a comprehensive look at what all students should know and be able to do at each grade level.

The Teacher's Edition

The Teacher's Edition of the academic standards – an exact reprint of the standards guides for parents and students – provides educators and administrators with a complete set of Indiana's K-12 academic standards for English/Language Arts. Schools should work to align curriculum, instruction and classroom assessment with the new standards. While the standards set expectations for student learning, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design classroom lessons to meet the individual needs of their students.

With these new academic standards in place, students in Indiana will be well equipped with the skills and knowledge to prepare them for the future. For additional information and resources, visit the Indiana Department of Education's Web site at www.doe.state.in.us.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts about Print

- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and from top to bottom on the printed page.
- Understand that printed materials provide information.
- Recognize that sentences in print are made up of separate words.
- Distinguish letters from words.
- Recognize and name all capital and lowercase letters of the alphabet.

Phonemic Awareness*

- Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.

  Example: Listen to the sounds */f/*, */m/*, */s/* or */l/*, */n/*, */v/*. Tell how many sounds were heard and whether any sounds were the same.

- Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.

  Example: Listen to the word *bat* and tell what word is left when you take the */b/* sound away. Tell what word is left when you take the */br/* sound away from the spoken word *brother*.

- Blend consonant-vowel-consonant (cvc) sounds aloud to make words.

  Example: Listen to the sounds */b/*, */e/*, */d/* and tell what word is made.

- Say rhyming words in response to an oral prompt.

  Example: Say a word that rhymes with *cat*.

- Listen to one-syllable words and tell the beginning or ending sounds.

  Example: Tell what sound you hear at the beginning of the word *girl*.

* When letters have a slanted line before and after them, such as */f/*, */sh/*, */b/*, this represents the sound the letter makes, not the name of the letter.

- Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- Count the number of sounds in a syllable; count the number of syllables in words.

Decoding and Word Recognition

- Match all consonant sounds (*mad, red, pin, top, sun*) to appropriate letters.
- Read one-syllable and high-frequency (often-heard) words by sight.
- Use self-correcting strategies when reading simple sentences.
- Read their own names.
- Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- Learn and apply knowledge of alphabetical order when using a classroom or school library/media center.

Vocabulary and Concept Development

- Identify and sort common words in basic categories.

  Example: Tell whether the words *blue, yellow,* and *red* are colors, shapes, or foods. Tell the names of some favorite colors.

- Identify common signs and symbols.

  Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.

Standard 2

READING: Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or seen. They use comprehension strategies, such as generating and responding to questions and comparing new information to what is already known, to understand what they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, dictionaries, and online information.*

Structural Features of Informational and Technical Materials

- Locate the title and the name of the author of a book.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Use picture clues and context to aid comprehension and to make predictions about story content.

  Example: Follow along with the text and pictures while a story, such as *Make Way for Ducklings* by Robert McCloskey, is being read aloud. At different points in the story, tell what might happen next and how the story might end.

- Connect the information and events in texts to life experiences.

  Example: Tell about a trip to a farm after reading or listening to a book about a farm, such as *Going to Sleep on the Farm* by Wendy Lewison or *The Town Mouse and the Country Mouse: An Aesop Fable* by Janet Stevens.

- Retell familiar stories.

  Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.

- Identify and summarize the main ideas and plot of a story.

  Example: Listen to a folktale, such as the version of *The Little Red Hen* by Paul Galdone or *The Three Billy Goats Gruff* by Tim Arnold. Then, discuss with the class the main events of the story and the characters in the story. After listening to an information story that is read aloud, such as *Bears, Bears, and More Bears* by Jackie Morris, tell about the main ideas that were learned.

Standard 3

READING: Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes (the main idea of a story), plots (what happens in a story), and settings (where a story takes place). The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Analysis of Grade-Level-Appropriate Narratives (Stories)

- Distinguish fantasy from reality.

  Example: Listen to *The Day Jimmy's Boa Ate the Wash,* Trinka Hakes Noble's story about a class field trip to a farm, and *Farming,* Gail Gibbons' nonfiction book about farming. Tell how these two books are different.

- Identify types of everyday print materials.

  Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.

- Identify characters, settings, and important events in a story.

  Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.

- Identify favorite books and stories.

K

Standard 4

WRITING: Writing Process

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

- Discuss ideas to include in a story.
- Tell a story that the teacher or some other person will write.
- Write using pictures, letters, and words.
- Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).

  Example: Write correctly simple words, such as *man, cat,* and *run,* and spell other words as they sound, such as *whale* as *wal, jumps* as *jmps,* and *bigger* as *bigr,* showing an understanding of what letters represent certain sounds.

- Write by moving from left to right and from top to bottom.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

- Draw pictures and write words for a specific reason.

  Example: Draw a picture or write to a friend or a family member to tell about something new at school.

- Draw pictures and write for specific people or persons.

  Example: Write or dictate an invitation to a parent to attend a classroom event.

Standard 6

WRITING: Written English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

- Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Spelling

- Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

  Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

- Understand and follow one- and two-step spoken directions.

Oral Communication

- Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

- Describe people, places, things (including their size, color, and shape), locations, and actions.
- Recite short poems, rhymes, and songs.
- Tell an experience or creative story in a logical sequence.

NOTES

K

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Concepts about Print

- Match oral words to printed words.
- Identify letters, words, and sentences.
- Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.

Phonemic Awareness

- Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

  Example: Tell the sound that comes at the beginning of the word *sun*. Tell the sound that comes at the end of the word *cloud*. Tell the sound that comes in the middle of the word *boat*.

- Recognize different vowel sounds in orally stated single-syllable words.

  Example: Say the sound that is in the middle of the word *bit*. Say the sound that is in the middle of the word *bite*. Tell whether this is the same sound or a different sound.

- Recognize that vowels' sounds can be represented by different letters.
- Create and state a series of rhyming words.
- Add, delete, or change sounds to change words.

  Example: Tell what letter you would have to change to make the word *cow* into the word *how*. Tell what letter you would have to change to make the word *pan* into *an*.

- Blend two to four phonemes (sounds) into recognizable words.

  Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /fl/ /a/ /t/.

Decoding and Word Recognition

- Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*), and blend those sounds into recognizable words.

1

- Read common sight words (words that are often seen and heard).
- Use phonic and context clues as self-correction strategies when reading.
- Read words by using knowledge of vowel digraphs (two vowels that make one sound such as the *ea* in *eat*) and knowledge of how vowel sounds change when followed by the letter *r* (such as the *ea* in the word *ear*).

  Example: Correctly read aloud the vowel sounds made in words, such as *car, eat, near, their,* or *wear*.

- Read common word patterns (*-ite, -ate*).

  Example: Read words, such as *gate, late,* and *kite*.

- Read aloud smoothly and easily in familiar text.

Vocabulary and Concept Development

- Read and understand simple compound words (*birthday, anything*) and contractions (*isn't, aren't, can't, won't*).
- Read and understand root words (*look*) and their inflectional forms (*looks, looked, looking*).

  Example: Recognize that the *s* added to the end of chair makes it mean more than one chair. Recognize that adding *ed* to the end of *jump* makes it mean jumping that happened in the past.

- Classify categories of words.

  Example: Tell which of the following are fruits and which are vegetables: *bananas, oranges, apples, carrots,* and *peas*.

Standard 2

READING: Reading Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources, to understand what they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 1, students begin to read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, nursery rhymes, alphabet books, children's magazines, dictionaries, and online information).*

Structural Features of Informational and Technical Materials

- Identify the title, author, illustrator, and table of contents of a reading selection.
- Identify text that uses sequence or other logical order.

  Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like *The Bird Table* by Pauline Cartwright.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Respond to *who, what, when, where, why,* and *how* questions and discuss the main idea of what is read.

  Example: Read a story, such as *Frog and Toad Together* by Arnold Lobel or *There's an Alligator Under My Bed* by Mercer Mayer, and tell about the story, including the main idea, important events (what, when, why, how), setting (where), and characters (who).

- Follow one-step written instructions.

- Use context (the meaning of the surrounding text) to understand word and sentence meanings.

- Confirm predictions about what will happen next in a text by identifying key words.

  Example: Read part of a story, such as *The Musicians of Bremen: A Tale from Germany* by Jane Yolen, and tell what might happen next and how the story might end. Read part of an informational text, such as *The Carrot Seed* by Ruth Krauss, and guess what might happen next. Then, check to see if these predictions are correct by looking ahead in the text.

- Relate prior knowledge to what is read.

  Example: Read a text or story, such as *My Sister Is My Friend* by Hannah Markley, and tell about a time an older person helped you do something, the way the character in Markley's story is helped by her older sister.

Standard 3

READING: Literary Response and Analysis

Students read and respond to a wide variety of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Narrative Analysis of Grade-Level-Appropriate Text

- Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.

  Example: Read a story, such as *Arthur's Prize Reader* by Lillian Hoban. Retell the story, including descriptions of the characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.

- Describe the roles of authors and illustrators.

  Example: Read a book, such as *The Very Hungry Caterpillar* by Eric Carle or *Where the Wild Things Are* by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator, and discuss how the pictures help to tell the story.

Standard 4

WRITING: Writing Process

Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

1

Organization and Focus

- Discuss ideas and select a focus for group stories or other writing.
- Use various organizational strategies to plan writing.

Evaluation and Revision

- Revise writing for others to read.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Using the writing strategies of Grade 1 outlined in Standard 4 — Writing Process, students:

- Write brief narratives (stories) describing an experience.

  Example: Write a short story titled *My Friend* describing an experience that is real or imagined.

- Write brief expository (informational) descriptions of a real object, person, place, or event, using sensory details.

  Example: Write a description of a family member, a pet, or a favorite toy. Include enough details that the reader can picture the person, animal, or object.

- Write simple rhymes.
- Use descriptive words when writing.

  Example: Use varied words to describe events, people, and places, such as describing a day as a *sunny day* or *cloudy day*.

- Write for different purposes and to a specific audience or person.

  Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

1

Handwriting

- Print legibly and space letters, words, and sentences appropriately.

Sentence Structure

- Write in complete sentences.

Grammar

- Identify and correctly use singular and plural nouns (*dog/dogs*).
- Identify and correctly write contractions (*isn't, aren't, can't*).
- Identify and correctly write possessive nouns (*cat's meow; girls' dresses*) and possessive pronouns (*my/mine, his/hers*).

Punctuation

- Correctly use periods (*I am five.*), exclamation points (*Help!*), and question marks (*How old are you?*) at the end of sentences.

Capitalization

- Capitalize the first word of a sentence, names of people, and the pronoun *I*.

Spelling

- Spell correctly three- and four-letter words (*can, will*) and grade-level-appropriate sight words (*red, fish*).

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Listen attentively.
- Ask questions for clarification and understanding.
- Give, restate, and follow simple two-step directions.

Organization and Delivery of Oral Communication

- Stay on the topic when speaking.
- Use descriptive words when speaking about people, places, things, and events.

Speaking Applications

- Recite poems, rhymes, songs, and stories.
- Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions.
- Relate an important life event or personal experience in a simple sequence.
- Provide descriptions with careful attention to sensory detail.
- Use visual aids such as pictures and objects to present oral information.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). *They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.*

Phonemic Awareness

- Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.

Decoding and Word Recognition

- Recognize and use knowledge of spelling patterns (*such as cut/cutting, slide/sliding*) when reading.
- Decode (sound out) regular words with more than one syllable (*dinosaur, vacation*).
- Recognize common abbreviations (*Jan., Fri.*).
- Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children, mouse/mice*).
- Read aloud fluently and accurately with appropriate changes in voice and expression.

Vocabulary and Concept Development

- Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).
- Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, raindrop*).
- Know the meaning of simple prefixes (word parts added at the beginning of words such as *un-*) and suffixes (word parts added at the end of words such as *-ful*).
- Identify simple multiple-meaning words (*change, duck*).

Standard 2

READING: Reading Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children's magazines and newspapers, dictionaries and other reference materials, and online information).*

Structural Features of Informational and Technical Materials

- Use titles, tables of contents, and chapter headings to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- State the purpose for reading.

  Example: Compare similar stories from different cultures, such as *Little Red Riding Hood* and *Lon Po Po* (Chinese version). Read an informational text about pets to decide what kind of animal would make the best pet.

- Use knowledge of the author's purpose(s) to comprehend informational text.

  Example: Read an informational text that compares different people, animals, or plants, such as *Gator or Croc* by Allan Fowler.

- Ask and respond to questions to aid comprehension about important elements of informational texts.

  Example: After reading a short account about the first man on the moon, ask and answer *why, what if,* and *how* questions to understand the lunar landing.

- Restate facts and details in the text to clarify and organize ideas.

  Example: Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.

- Recognize cause-and-effect relationships in a text.

  Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

- Interpret information from diagrams, charts, and graphs.

  Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

- Follow two-step written instructions.

Standard 3

READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Narrative Analysis of Grade-Level-Appropriate Text

- Compare plots, settings, or characters presented by different authors.

  Example: Read and compare *Strega Nona,* an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.

- Create different endings to stories and identify the reason and the impact of the different ending.

  Example: Read a story, such as *Fin M'Coul — The Giant of Knockmany Hill*, Tomie DePaola's retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin's wife had not helped him or if Fin were not a giant.

- Compare versions of same stories from different cultures.

  Example: Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Mufaro's Beautiful Daughters* by John Steptoe.

- Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.

  Example: Listen to or read the rhymes for each letter of the alphabet in *A, My Name Is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.

Standard 4

WRITING: Writing Process

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- Create a list of ideas for writing.
- Organize related ideas together to maintain a consistent focus.

Research and Technology

- Find ideas for writing stories and descriptions in pictures or books.
- Understand the purposes of various reference materials (such as a dictionary, a thesaurus, and an atlas).
- Use a computer to draft, revise, and publish writing.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write brief narratives (stories) based on their experiences that:
  - move through a logical sequence of events.
  - describe the setting, characters, objects, and events in detail.

  Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

- Write a brief description of a familiar object, person, place, or event that:
  - develops a main idea.
  - uses details to support the main idea.

  Example: Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes.*

- Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

  Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.

- Write rhymes and simple poems.
- Use descriptive words when writing.
- Write for different purposes and to a specific audience or person.

  Example: Write a description of your favorite book to recommend the book to a friend.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Sentence Structure

- Distinguish between complete (*When Tom hit the ball, he was proud.*) and incomplete sentences (*When Tom hit the ball*).
- Use the correct word order in written sentences.

Grammar

- Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make a statement).

  Example: Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time.*

Punctuation

- Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love, or Your Friend,*) and with dates (*March 22, 2000*) and items in a series (*Tony, Steve, and Bill*).
- Use quotation marks correctly to show that someone is speaking.
  - Correct: "You may go home now," she said.
  - Incorrect: "You may go home now she said."

Capitalization

- Capitalize all proper nouns (names of specific people or things, such as *Mike, Indiana, Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr., Mr., Mrs., Miss*) and initials of people.

2

Spelling

- Spell correctly words like *was, were, says, said, who, what, why,* which are used frequently but do not fit common spelling patterns.

- Spell correctly words with short and long vowel sounds (*a, e, i, o, u*), *r*-controlled vowels (*ar, er, ir, or, ur*), and consonant-blend patterns (*bl, dr, st*).
  - short vowels: actor, effort, ink, chop, unless
  - long vowels: [illegible]e, equal, bind, hoe, use
  - *r*-controlled: park, supper, bird, corn, further
  - consonant blends: blue, crash, desk, speak, coast

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Determine the purpose or purposes of listening (such as to obtain information, to solve problems, or to enjoy).

- Ask for clarification and explanation of stories and ideas.

- Paraphrase (restate in own words) information that has been shared orally by others.

- Give and follow three- and four-step oral directions.

Organization and Delivery of Oral Communication

- Organize presentations to maintain a clear focus.
- Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- Tell experiences in a logical order.
- Retell stories, including characters, setting, and plot.
- Report on a topic with supportive facts and details.

Speaking Applications

- Recount experiences or present stories that:
  - move through a logical sequence of events.
  - describe story elements including characters, plot, and setting.
- Report on a topic with facts and details, drawing from several sources of information.

NOTES

2

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Decoding and Word Recognition

- Know and use more difficult word families (*-ight*) when reading unfamiliar words.
- Read words with several syllables.
- Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.

Vocabulary and Concept Development

- Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).

  Example: Understand that words, such as *fair* and *fare*, are said the same way but have different meanings. Know the difference between two meanings of the word *lead* when used in sentences, such as "The pencil has *lead* in it" and "I will *lead* the way."

- Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.
- Use sentence and word context to find the meaning of unknown words.
- Use a dictionary to learn the meaning and pronunciation of unknown words.
- Use knowledge of prefixes (word parts added at the beginning of words such as *un-, pre-*) and suffixes (word parts added at the end of words such as *-er, -ful, -less*) to determine the meaning of words.

Standard 2

READING: Reading Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children's magazines and newspapers, reference materials, and online information.*

3

Structural Features of Informational and Technical Materials

- Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Ask questions and support answers by connecting prior knowledge with literal information from the text.

  Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.

- Show understanding by identifying answers in the text.

  Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

- Recall major points in the text and make and revise predictions about what is read.

  Example: Read a story, such as *Storm in the Night* by Mary Slattery Stolz or part of *Ramona Quimby* by Beverly Cleary, and predict what is going to happen next in the story. Confirm or revise the prediction based on further reading.

- Distinguish the main idea and supporting details in expository (informational) text.

  Example: Read an informational text, such as *The Magic School Bus Inside the Earth* by Joanna Cole or *Volcano* by Christopher Lampton, and make a chart listing the main ideas from the text and the details that support them.

- Locate appropriate and significant information from the text, including problems and solutions.

  Example: Identify the problem faced by a character in a book, such as *A Gift for Tia Rosa* by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.

- Follow simple multiple-step written instructions.

Standard 3

READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.

  Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature, such as the poem "On the Run" by Douglas Florian, the play *The Crane Wife* by Sumiko Yagawa, Anne Laurin's fictional book *Perfect Crane*, and the nonfiction counting book *Counting Cranes* by Mary Beth Owens.

Narrative Analysis of Grade-Level-Appropriate Text

- Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

  Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as *Why Mosquitoes Buzz in People's Ears* retold by Verna Aardema or *How the Leopard Got Its Spots* by Justine and Ron Fontes. Plot each story onto a story map.

- Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

  Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.

- Determine the theme or author's message in fiction and nonfiction text.

  Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, *More than Halfway There* by Janet Halliday Ervin, and the nonfiction biography, *Abe Lincoln's Hat* by Martha Brenner.

- Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.

  Example: Discuss the different words that are used to imitate sounds. To explore these words further, read a book on the topic, such as *Cock-a-doodle doo!: What Does It Sound Like to You?* by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog's bark, a train's whistle, and water dripping.

- Identify the speaker or narrator in a selection.

  Example: Read a book, such as *Class Clown* by Johanna Hurwitz or *Dinner at Aunt Connie's House* by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.

Standard 4

WRITING: Writing Process

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.
- Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.
- Create single paragraphs with topic sentences and simple supporting facts and details.

Research and Technology

- Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).
- Use a computer to draft, revise, and publish writing.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- Revise writing for others to read, improving the focus and progression of ideas.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write narratives (stories) that:
  - provide a context within which an action takes place.
  - include details to develop the plot.

  Example: Write a story based on an article in a magazine, such as *Cricket* or *Stone Soup*, about what life was like 100 years ago.

- Write descriptive pieces about people, places, things, or experiences that:
  - develop a unified main idea.
  - use details to support the main idea.

  Example: Write a description for how to make a model boat. Include clear enough directions so that a classmate can make the model. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.

- Write personal, persuasive, and formal letters, thank-you notes, and invitations that:
  - show awareness of the knowledge and interests of the audience and establish a purpose and context.
  - include the date, proper salutation, body, closing, and signature.

  Example: Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself. Write an invitation asking an adult to come to speak in the classroom. Write a persuasive letter to your family asking for your favorite foods on your birthday.

- Use varied word choices to make writing interesting.

  Example: Write stories using varied words, such as *cried*, *yelled*, or *whispered* instead of *said*.

- Write for different purposes and to a specific audience or person.

  Example: Write an article about the library at your school. Include a list of ways that students use the library.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- Write legibly in cursive, leaving space between letters in a word, words in a sentence, and between words and the edges of the paper.

Sentence Structure

- Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.
  - Declarative: *This tastes very good.*
  - Imperative: *Please take your seats.*
  - Interrogative: *Are we there yet?*
  - Exclamatory: *It's a home run!*

Grammar

- Identify and use subjects and verbs that are in agreement (*we are* instead of *we is*).
- Identify and use past (*he danced*), present (*he dances*), and future (*he will dance*) verb tenses properly in writing.
- Identify and correctly use pronouns (*it, him, her*), adjectives (*brown eyes, two younger sisters*), compound nouns (*summertime, snowflakes*), and articles (*a, an, the*) in writing.

Punctuation

- Use commas in dates (*August 15, 2001*), locations (*Fort Wayne, Indiana*), and addresses (*431 Coral Way, Miami, FL*), and for items in a series (*football, basketball, soccer, and tennis*).

Capitalization

- Capitalize correctly geographical names, holidays, historical periods, and special events (*We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.*)

Spelling

- Spell correctly one-syllable words that have blends (*walk, play, or blend*), contractions (*isn't, can't*), compounds, common spelling patterns (*qu-*, changing *win* to *winning*, and changing the ending of a word from *-y* to *-ies* to make a plural, such as *cherry/cherries*), and common homophones (words that sound the same but have different spellings, such as *hair-hare*).
- Arrange words in alphabetical order.

  Example: Given a list of words, such as *apple, grapefruit, cherry, banana, pineapple,* and *peach*, put them into correct alphabetical order: *apple, banana, cherry, grapefruit, peach, pineapple.*

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Retell, paraphrase, and explain what a speaker has said.
- Connect and relate experiences and ideas to those of a speaker.
- Answer questions completely and appropriately.
- Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*).

Organization and Delivery of Oral Communication

- Organize ideas chronologically (in the order that they happened) or around major points of information.
- Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.
- Use clear and specific vocabulary to communicate ideas and establish the tone.
- Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.
- Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

Analysis and Evaluation of Oral and Media Communications

- Compare ideas and points of view expressed in broadcast, print media, or the Internet.
- Distinguish between the speaker's opinions and verifiable facts.

Speaking Applications

- Make brief narrative (story) presentations that:
  - provide a context for an event that is the subject of the presentation.
  - provide insight into why the selected event should be of interest to the audience.
  - include well-chosen details to develop characters, setting, and plot.
- Plan and present dramatic interpretations of experiences, stories, poems, or plays.
- Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Word Recognition

- Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *couch potato*) to determine the meaning of words and phrases.
- Use knowledge of root words (*nation, national, nationality*) to determine the meaning of unknown words within a passage.
- Use common roots (*meter = measure*) and word parts (*therm = heat*) derived from Greek and Latin to analyze the meaning of complex words (*thermometer*).
- Use a thesaurus to find related words and ideas.
- Distinguish and interpret words with multiple meanings (*quarters*) by using context clues (the meaning of the text around a word).

Standard 2

READING: Reading Comprehension

Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

- Use the organization of informational text to strengthen comprehension.

  Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Use appropriate strategies when reading for different purposes.

  Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.

- Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.

  Example: While reading a mystery, such as *Encyclopedia Brown: Boy Detective* by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.

- Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.

  Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.

- Compare and contrast information on the same topic after reading several passages or articles.

  Example: Read several fictional and informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.

- Distinguish between cause and effect and between fact and opinion in informational text.

  Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as *Snowshoe rabbits change color from brown to white in the winter*) from opinions (such as *Snowshoe rabbits are very pretty animals because they can change colors*).

- Follow multiple-step instructions in a basic technical manual.

  Example: Follow directions to learn how to use computer commands or play a video game.

Standard 3

READING: Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

  Example: Show how fables were often told to teach a lesson, as in Aesop's fable, *The Grasshopper and the Ant*. Discuss how legends were often told to explain natural history, as in the stories about *Johnny Appleseed* or *Paul Bunyan and Babe, the Blue Ox*. Use a graphic organizer to compare the two types of literature.

Narrative Analysis of Grade-Level-Appropriate Text

- Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

  Example: After reading *Sarah, Plain and Tall* by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a mail-order bride. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.

- Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

  Example: After reading *The Sign of the Beaver* by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.

- Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

  Example: Read a book of trickster tales from other countries, such as *The Barefoot Book of Trickster Tales* retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.

- Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.
  - Simile: a comparison that uses *like* or *as*
  - Metaphor: an implied comparison
  - Hyperbole: an exaggeration for effect
  - Personification: a description that represents a thing as a person

  Example: Identify a simile, such as *Twinkle, twinkle little star...like a diamond in the sky*. Identify a metaphor, such as *You were the wind beneath my wings*. Identify an example of hyperbole, such as *Cleaner than clean, whiter than white*. Identify an example of personification, such as *The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.*

Standard 4

WRITING: Writing Process

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Organization and Focus

- Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.
- Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.
- Write informational pieces with multiple paragraphs that:
  - provide an introductory paragraph.
  - establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - include supporting paragraphs with simple facts, details, and explanations.
  - present important ideas or events in sequence or in chronological order.
  - provide details and transitions to link paragraphs.
  - conclude with a paragraph that summarizes the points.
  - use correct indention at the beginning of paragraphs.
- Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.

Research and Technology

- Quote or paraphrase information sources, citing them appropriately.
- Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- Use multiple reference materials and online information (the Internet) as aids to writing.
- Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and written responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write narratives (stories) that:
  - include ideas, observations, or memories of an event or experience.
  - provide a context to allow the reader to imagine the world of the event or experience.
  - use concrete sensory details.

  Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.

- Write responses to literature that:
  - demonstrate an understanding of a literary work.
  - support judgments through references to both the text and prior knowledge.

  Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

- Write informational reports that:
  - ask a central question about an issue or situation.
  - include facts and details for focus.
  - use more than one source of information, including speakers, books, newspapers, media sources, and online information.

  Example: Use information from a variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.

- Write summaries that contain the main ideas of the reading selection and the most significant details.

  Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.

- Use varied word choices to make writing interesting.

  Example: Write stories using descriptive words in place of common words; for instance, use *enormous*, *gigantic*, or *giant* for the word *big*.

- Write for different purposes (information, persuasion) and to a specific audience or person.

  Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Handwriting

- Write smoothly and legibly in cursive, forming letters and words that can be read by others.

Sentence Structure

- Use simple sentences (*Dr. Vincent Stone is my dentist.*) and compound sentences (*His assistant cleans my teeth, and Dr. Stone checks for cavities.*) in writing.

- Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
  - Adjectives: *brown eyes, younger sisters*
  - Adverbs: We walked *slowly*.
  - Appositives: noun phrases that function as adjectives, such as *We played the Cougars, the team from Newport.*
  - Participial phrases: verb phrases that function as adjectives, such as *The man walking down the street saw the delivery truck.*
  - Prepositional phrases: *in the field, across the room, over the fence*
  - Conjunctions: *and, or, but*

Grammar

- Identify and use in writing regular verbs (*live/lived, shout/shouted*) and irregular verbs (*swim/swam, ride/rode, hit/hit*), adverbs (*constantly, quickly*), and prepositions (*through, beyond, between*).

Punctuation

- Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (*He said, "I'd be happy to go."*), apostrophes to show possession (*Jim's shoes, the dog's food*) and apostrophes in contractions (*can't, didn't, won't*).

- Use underlining, quotation marks, or italics to identify titles of documents.
  - When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.
  - When writing on a computer *italicize* the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.

Capitalization

- Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

Spelling

- Spell correctly roots (bases of words, such as *unnecessary, cowardly*), inflections (words like *care/careful/caring* or words with more than one acceptable spelling like *advisor/adviser*), suffixes and prefixes (*-ly, -ness, mis-, un-*), and syllables (word parts each containing a vowel sound, such as *sur•prise* or *e•col•o•gy*).

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
- Summarize major ideas and supporting evidence presented in spoken presentations.
- Identify how language usage (sayings and expressions) reflects regions and cultures.
- Give precise directions and instructions.

Organization and Delivery of Oral Communication

- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.
- Engage the audience with appropriate words, facial expressions, and gestures.

Analysis and Evaluation of Oral Media Communication

- Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.

Speaking Applications

- Make narrative (story) presentations that:
  - *relate ideas, observations, or memories about an event or experience.*
  - provide a context that allows the listener to imagine the circumstances of the event or experience.
  - provide insight into why the selected event or experience should be of interest to the audience.

- Make informational presentations that:
  - focus on one main topic.
  - include facts and details that help listeners to focus.
  - incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites).

- Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

- Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

- Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- Use word origins to determine the meaning of unknown words.

  Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.

- Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).

- Know less common roots (*graph = writing, logos = the study of*) and word parts (*auto = self, bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph, autobiography, biography, biology*).

- Understand and explain the figurative use of words in similes (comparisons that use *like* or *as: The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*)

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

- Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

  Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

- Analyze text that is organized in sequential or chronological order.

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Comprehension and Analysis of Grade-Level-Appropriate Text

- Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.

  Example: After reading *The Life and Death of Crazy Horse* by Russell Freedman or *Eleanor Roosevelt, A Life of Discovery* by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea.

- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

  Example: After reading *Rosa Parks: My Story* by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.

Expository (Informational) Critique

- Distinguish among facts, supported inferences, and opinions in text.

  Example: In reading an informational text, tell which is a fact and which is an opinion: *The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.* Identify facts and opinions in a history book, such as the humorous *Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)* by Kathleen Krull.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

  Example: Analyze an author's purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as *Computer Basics for Non-Techies: Course 1, Understanding the Basics*, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem "A Dragon Is in My Computer" by Jack Prelutsky.

Narrative Analysis of Grade-Level-Appropriate Text

- Identify the main problem or conflict of the plot and explain how it is resolved.

  Example: Read a story with a central conflict, such as *The Pushcart War* by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.

- Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

  Example: Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

- Understand that *theme* refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.

  Example: Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.

- Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
  - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
  - Imagery: the use of language to create vivid pictures in the reader's mind.
  - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*

Literary Criticism

- Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

  Example: Discuss the meaning of the walls in *The Secret Garden* by Frances Hogsdon Burnett.

- Evaluate the author's use of various techniques to influence readers' perspectives.

  Example: Tell how the details in the pictures support and add to the text in a picture book, such as *Bill and Pete Go Down the Nile* by Tomie DePaola. In the fictional picture book about Emily Dickinson, *Emily* by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson's poetry make the story seem more realistic to the reader.

Standard 4

WRITING: Writing Process

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
- Write informational pieces with multiple paragraphs that:
  - present important ideas or events in sequence or in chronological order.
  - provide details and transitions to link paragraphs.
  - offer a concluding paragraph that summarizes important ideas and details.

Research and Technology

- Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
- Use note-taking skills.
- Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.
- Use a thesaurus to identify alternative word choices and meanings.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
- Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write narratives (stories) that:
  - establish a plot, point of view, setting, and conflict.
  - show, rather than tell, the events of the story.

  Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.

- Write responses to literature that:
  - demonstrate an understanding of a literary work.
  - support judgments through references to the text and to prior knowledge.
  - develop interpretations that exhibit careful reading and understanding.

  Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.

- Write research reports about important ideas, issues, or events by using the following guidelines:
  - Frame questions that direct the investigation.
  - Establish a main idea or topic.
  - Develop the topic with simple facts, details, examples, and explanations.
  - Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.

  Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Indiana. Prepare a class book on *The History of Indiana* that includes information about where these groups came from, where they first lived in the state, and what work they did.

- Write persuasive letters or compositions that:
  - state a clear position in support of a proposal.
  - support a position with relevant evidence and effective emotional appeals.
  - follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.
  - address reader concerns.

  Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.

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- Use varied word choices to make writing interesting.

  Example: Write stories, reports, and letters showing a variety of word choices: use *inquired* or *requested* instead of *asked*.

- Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

  Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, the team from Newport*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
  - *We began our canoe trip on the White River* (prepositional phrase) *when it stopped raining* (subordinate clause).
  - *Although the weather, chilly and damp,* (appositive) *threatened our trip, we were never discouraged* (main clause).

- Use transitions (*however, therefore, on the other hand*) and conjunctions (*and, or, but*) to connect ideas.

Grammar

- Identify and correctly use appropriate tense (*present, past, present participle, past participle*) for verbs that are often misused (*lie/lay, sit/set, rise/raise*).

- Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his, she/her, they/their, it/its*).
  - Correct: *On the walls there are many pictures of people who have visited the restaurant.*
  - Incorrect: *There are many pictures of people who have visited the restaurant on the walls.*
  - Correct: *Jenny and Kate finished their game.*
  - Incorrect: *Jenny and Kate finished her game.*

Punctuation

- Use a colon to separate hours and minutes (*12:20 a.m., 3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*)

Capitalization

- Use correct capitalization.

Spelling

- Spell roots or bases of words, prefixes (*understood/misunderstood, excused/unexcused*), suffixes (*final/finally, mean/meanness*), contractions (*will not/won't, it is/it's, they would/they'd*), and syllable constructions (*in•for•ma•tion, mol•e•cule*) correctly.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Ask questions that seek information not already discussed.
- Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
- Make inferences or draw conclusions based on an oral report.

Organization and Delivery of Oral Communication

- Select a focus, organizational structure, and point of view for an oral presentation.
- Clarify and support spoken ideas with evidence and examples.
- Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

Analysis and Evaluation of Oral and Media Communications

- Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Speaking Applications

- Deliver narrative (story) presentations that:
  - establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - show, rather than tell, the listener what happens.
- Deliver informative presentations about an important idea, issue, or event by the following means:
  - frame questions to direct the investigation.
  - establish a controlling idea or topic.
  - develop the topic with simple facts, details, examples, and explanations.
- Deliver oral responses to literature that:
  - summarize important events and details.
  - demonstrate an understanding of several ideas or images communicated by the literary work.
  - use examples from the work to support conclusions.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

- Read aloud grade-level-appropriate poems, narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

Vocabulary and Concept Development

- Identify and interpret figurative language (including similes, comparisons that use *like* or *as*, and metaphors, implied comparisons) and words with multiple meanings.

  Example: Understand the different meanings of the word *primary* when used in sentences, such as the following: *Tom is a student at the local primary school. Betsy's mother decided to run for a seat on the city council but lost in the primary election.* Understand descriptive metaphors, such as *The city lay under a blanket of fog.*

- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

  Example: Understand foreign words that are often used in English, such as *enchilada* (Spanish), *lasagna* (Italian), and *delicatessen* (German).

- Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

- Understand and explain slight differences in meaning in related words.

  Example: Explain the difference when someone is described as speaking *softly* and when someone is described as speaking *quietly*.

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

- Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.

  Example: Do a key-word search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.

- Analyze text that uses a compare-and-contrast organizational pattern.

  Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.

  Example: Read about another culture in a magazine such as *Cricket* or *National Geographic*. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.

- Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.

  Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.

- Follow multiple-step instructions for preparing applications.

  Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, YMCA or YWCA, or another extra-curricular organization.

Expository (Informational) Critique

- Determine the adequacy and appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.

  Example: In reading *Amelia Earhart: Courage in the Sky* by Mona Kerby, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that she presents.

- Make reasonable statements and conclusions about a text, supporting them with accurate examples.

  Example: Read some of the 28 poems in Lee Bennett Hopkins' *Been to Yesterdays: Poems of Life*, and draw conclusions about what the poet is saying about his experiences in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* by Francesca Romei.

- Note instances of persuasion, propaganda, and faulty reasoning in text.

  Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Identify different types (genres) of fiction and describe the major characteristics of each form.

  Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

Narrative Analysis of Grade-Level-Appropriate Text

- Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

  Example: After reading the story *Dragonwings* by Laurence Yep, describe how the boy's courage and loyalty to his father help him to realize his father's dreams of making a flying machine.

- Analyze the influence of the setting on the problem and its resolution.

  Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book *The Watsons Go to Birmingham — 1963* by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.

- Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as *wild and woolly* or *threatening throngs*), and rhyme.

  Example: Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.

- Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.

  Example: Read an autobiography, such as *Michael Jordan: My Story*, and compare it to a biography on the same person, such as *Michael Jordan* by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.

- Identify and analyze features of themes conveyed through characters, actions, and images.

  Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in *Summer of My German Soldier* by Bette Greene.

- Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.
  - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace
  - Imagery: the use of language to create vivid pictures in the reader's mind
  - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*

  Example: Select a variety of examples of sportswriting from a local or national newspaper. Explain the use of metaphors and symbolism throughout sportswriting.

Literary Criticism

- Critique the believability of characters and the degree to which a plot is believable or realistic.

  Example: Read myths, such as *Hercules* or *Jason and the Argonauts,* and discuss the believability of the characters and plots as compared to realistic fiction.

6

Standard 4

WRITING: Writing Process

Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Choose the form of writing that best suits the intended purpose.
- Write informational pieces of several paragraphs that:
  - engage the interest of the reader.
  - state a clear purpose.
  - develop the topic with supporting details and precise language.
  - conclude with a detailed summary linked to the purpose of the composition.
- Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.

Research and Technology

- Use note-taking skills.
- Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.
- Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, page orientation.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write narratives that:
  - establish and develop a plot and setting and present a point of view that is appropriate to the stories.
  - include sensory details and clear language to develop plot and character.
  - use a range of narrative devices, such as dialogue or suspense.

  Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.

- Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:
  - state the thesis (position on the topic) or purpose.
  - explain the situation.
  - organize the composition clearly.
  - offer evidence to support arguments and conclusions.

  Example: Write successive drafts of a one- or two-page newspaper article about *Summer Sports Camps*, including details to support the main topic and allow the reader to compare and contrast the different camps described.

- Write research reports that:
  - pose relevant questions that can be answered in the report.
  - support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.
  - include a bibliography.

  Example: Write a research report on *George Washington*, explaining what Washington accomplished during his presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Indiana and the surrounding states. Include information on whether descendents of these groups still live in the area.

- Write responses to literature that:
  - develop an interpretation that shows careful reading, understanding, and insight.
  - organize the interpretation around several clear ideas.
  - develop and justify the interpretation through the use of examples and evidence from the text.

  Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.

- Write persuasive compositions that:
  - state a clear position on a proposition or proposal.
  - support the position with organized and relevant evidence and effective emotional appeals.
  - anticipate and address reader concerns and counter-arguments.

  Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.

- Use varied word choices to make writing interesting.

  Example: Write stories, reports, and letters showing a variety of word choices. (Use *delicious* instead of *good*; *overcoat* or *parka* instead of *coat*.)

- Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

  Example: Write a review of a favorite book or film for a classroom *Writers' Workshop*. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
  - Simple sentence: sentences with one subject and verb, such as *The pine tree is native to many parts of America.*
  - Compound sentence: sentences with two equal clauses, such as *The giraffe has a long neck and long legs, but it is a very graceful animal.*
  - Complex sentence: sentences that include one main clause and at least one subordinate clause, *I just sat at my desk, not knowing what to do next, although others around me were writing furiously.*

Grammar

- Identify and properly use indefinite pronouns (*all, another, both, each, either, few, many, none, one, other, several, some*), present perfect (*have been, has been*), past perfect (*had been*), and future perfect verb tenses (*shall have been*); ensure that verbs agree with compound subjects.
  - Indefinite pronouns: *Each should do his or her work.*
  - Indefinite pronouns: *Many were absent today.*
  - Correct verb agreement: *Todd and Amanda were chosen to star in the play.*
  - Incorrect verb agreement: *Todd and Amanda was chosen to star in the play.*

Punctuation

- Use colons after the salutation (greeting) in business letters (*Dear Sir:*), semicolons to connect main clauses (*The girl went to school; her brother stayed home.*), and commas before the conjunction in compound sentences (*We worked all day, but we didn't complete the project.*)

Capitalization

- Use correct capitalization.

Spelling

- Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw*).

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Relate the speaker's verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).
- Identify the tone, mood, and emotion conveyed in the oral communication.
- Restate and carry out multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

- Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.
- Emphasize important points to assist the listener in following the main ideas and concepts.
- Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
- Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as *hiss* or *buzz*) for intent and effect.
- Identify persuasive and propaganda techniques used in electronic media (*television, radio, online sources*) and identify false and misleading information.

Speaking Applications

- Deliver narrative (story) presentations that:
  - establish a context, plot, and point of view.
  - include sensory details and specific language to develop the plot and character.
  - use a range of narrative (story) devices, including dialogue, tension, or suspense.
- Deliver informative presentations that:
  - pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
  - develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.

- Deliver oral responses to literature that:
  - develop an interpretation that shows careful reading, understanding, and insight.
  - organize the presentation around several clear ideas, premises, or images.
  - develop and justify the interpretation through the use of examples from the text.

- Deliver persuasive presentations that:
  - provide a clear statement of the position.
  - include relevant evidence.
  - offer a logical sequence of information.
  - engage the listener and try to gain acceptance of the proposition or proposal.

- Deliver presentations on problems and solutions that:
  - theorize on the causes and effects of each problem.
  - establish connections between the defined problem and at least one solution.
  - offer persuasive evidence to support the definition of the problem and the proposed solutions.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- Identify and understand idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry.
  - Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
  - Analogies: comparisons of the similar aspects of two different things
  - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky.*
  - Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky.*

- Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

  Example: Analyze the roots, prefixes, and suffixes to understand words, such as *microscope*, *microphone*, and *microbe*.

- Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.

  Example: Use the text to clarify the meaning of the word *pickle* in the sentence *Apply the pickle, an acid solution, to the metal surface.*

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

- Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).
- Locate information by using a variety of consumer and public documents.

  Example: Choose a radio or watch to purchase, based on a *Consumer Reports* review of different radios or watches. Then, compare advertisements from different stores to decide which store is offering the best price.
- Analyze text that uses the cause-and-effect organizational pattern.

  Example: Use a comparison chart, such as a T-chart, to illustrate causes and effects.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Identify and trace the development of an author's argument, point of view, or perspective in text.

  Example: After reading a piece of historical nonfiction*, such as *When Justice Failed: The Fred Korematsu Story* by Steven A. Chin about the internment of Japanese Americans during World War II, describe the author's perspective on the events described and how the author demonstrates this point of view throughout the text.
- Understand and explain the use of a simple mechanical device by following directions in a technical manual.

  Example: Follow the directions for setting a digital watch or clock.

Expository (Informational) Critique

- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

  Example: React to a persuasive, nonfiction text, such as a letter to the editor, by asking questions that the text leaves unanswered and challenging the author's unsupported opinions. Evaluate the accuracy and appropriateness of the evidence presented in a book, such as *Lives of the Writers* by Kathleen Krull.

* Printed in error as a historical "fiction" book in the Parent/Student Guide.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html)illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.

  Example: Describe a short story as a piece of prose fiction usually under 10,000 words and provide an example, such as "The Night the Bed Fell" by James Thurber. Describe a novel as a prose narrative of considerable length and provide an example, such as *The Westing Game* by Ellen Raskin. Describe a novella as a short novel and provide an example, such as *The Gold Cadillac* by Mildred Taylor. Describe an essay as a short piece of writing on one subject or theme and provide an example, such as an essay by Ralph Waldo Emerson.

Narrative Analysis of Grade-Level-Appropriate Text

- Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.

  Example: While reading *The True Confessions of Charlotte Doyle* by Avi, recognize the foreshadowing of events to come when Charlotte Doyle boards the boat for her 1832 transatlantic voyage and the ship's cook slips her a knife.

- Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

  Example: Describe the main character in *Out of the Dust* by Karen Hesse, using examples of her thoughts, words, and actions to support this description.

- Identify and analyze themes, such as bravery, loyalty, friendship, and loneliness, which appear in many different works.

  Example: Analyze the theme of loneliness that is present throughout *The Islander* by Cynthia Rylant. Relate the theme to other works that have been read in class and for pleasure.

- Contrast points of view, such as first person, third person, limited and omniscient, and subjective and objective, in narrative text and explain how they affect the overall theme of the work.
  - First person: the narrator tells the story from the "I" perspective
  - Third person: the narrator tells the story from an outside perspective
  - Limited narration: the narrator does not know all thoughts of all characters
  - Omniscient narration: the narrator knows all thoughts of all characters
  - Subjective: the point of view involves a personal perspective
  - Objective: the point of view is from a distanced, informational perspective, as in a news report

  Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme of the book, and explain how this might have been changed had the story been told from the point of view of another character or from an all-knowing narrator.

Literary Criticism

- Compare reviews of literary works and determine what influenced the reviewer.

  Example: Compare multiple reviews of the same book, such as *The Yearling* by Marjorie Kinnan Rawlings, *Sounder* by William Armstrong, *The Monsters Are Due on Maple Street* by Rod Serling, or *And Then There Were None* by Agatha Christie. Decide what, in each book, seemed to influence the reviewer.

Standard 4

WRITING: Writing Process

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

- Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.
- Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.
- Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 7, students continue to write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write biographical or autobiographical narratives (stories) that:
  - develop a standard plot line, including a beginning, conflict, rising action, climax, and denouement (resolution) and point of view.
  - develop complex major and minor characters and a definite setting.
  - use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions.

  Example: Write successive drafts of a two- or three-page humorous story about *Something Fishy Is Cooking in the Kitchen*, including an engaging opening; dialogue between characters; and descriptive details about the setting, plot, and characters.

- Write responses to literature that:
  - develop interpretations that show careful reading, understanding, and insight.
  - organize interpretations around several clear ideas, premises, or images from the literary work.
  - justify interpretations through sustained use of examples and evidence from the text.

  Example: After reading Mark Twain's *Adventures of Tom Sawyer* and Theodore Taylor's *The Cay*, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialects) and analyzing how this enhances or detracts from the book overall.

- Write research reports that:
  - pose relevant and focused questions about the topic.
  - communicate clear and accurate perspectives on the subject.
  - include evidence and supporting details compiled through the formal research process, including use of a card catalog, *Reader's Guide to Periodical Literature,* a computer catalog, magazines, newspapers, dictionaries, and other reference books.
  - document sources with reference notes and a bibliography.

  Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources. Prepare a report on a man or woman who contributed significantly to science and technology, such as Marie Curie (medicine), Alexander Graham Bell (telephone), Thomas Edison (electricity), Nikola Tesla (electrical engineering), or Rosalyn Yalow (medicine).

- Write persuasive compositions that:
  - state a clear position or perspective in support of a proposition or proposal.
  - describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
  - anticipate and address reader concerns and counter-arguments.

  Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to the other students (the voters).

- Write summaries of reading materials that:
  - include the main ideas and most significant details.
  - use the student's own words, except for quotations.
  - reflect underlying meaning, not just the superficial details.

  Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a text read for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

- Use varied word choices to make writing interesting and more precise.

  Example: Write stories, reports, and letters using a variety of word choices. (Use *conversed* or *conferred* instead of *talked*.)

- Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

  Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the speaker would have to say.

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Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to the grade level.

Sentence Structure

- Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.
  - Clear: *She left the book, which she bought at the bookstore, on the table.*
  - Unclear: *She left the book on the table, which she bought at the bookstore.*
  - Active voice: *The man called the dog.*
  - Passive voice: *The dog was called by the man.*

Grammar

- Identify and use infinitives (the word to followed by the base form of a verb, such as *to understand* or *to learn*) and participles (made by adding *-ing, -d, -ed, -n, -en,* or *-t* to the base form of the verb, such as *dreaming, chosen, built,* and *grown*).
- Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
  - Clear: *Chris said to Jacob, "You will become a great musician."*
  - Confusing: *Chris told Jacob that he would become a great musician.*
- Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.
- Demonstrate appropriate English usage (such as pronoun reference).

Punctuation

- Identify and correctly use hyphens (-), dashes (—), brackets ([ ]), and semicolons (;).
- Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.

Capitalization

- Use correct capitalization.

Spelling

- Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.
- Determine the speaker's attitude toward the subject.

Organization and Delivery of Oral Communication

- Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- Arrange supporting details, reasons, descriptions, and examples effectively.
- Use speaking techniques, including adjustments of tone, volume, and timing of speech, enunciation (clear speech), and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.

Speaking Applications

- Deliver narrative (story) presentations that:
  - establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.
  - describe major and minor characters and a definite setting.
  - use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.
- Deliver oral summaries of articles and books that:
  - include the main ideas and the most significant details.
  - state ideas in own words, except for when quoted directly from sources.
  - demonstrate a complete understanding of sources, not just superficial details.

- Deliver research presentations that:
  - pose relevant and concise questions about the topic.
  - provide accurate information on the topic.
  - include evidence generated through the formal research process including the use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, and dictionaries.
  - cite reference sources appropriately.

- Deliver persuasive presentations that:
  - state a clear position in support of an argument or proposal.
  - describe the points in support of the proposal and include supporting evidence.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*
  - Analogies: comparisons of the similar aspects of two different things
  - Metaphors: implied comparisons, such as *The stars were brilliant diamonds in the night sky*
  - Similes: comparisons that use like or as, such as *The stars were like a million diamonds in the sky*

- Understand the influence of historical events on English word meaning and vocabulary expansion.

  Example: Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary, adding words such as *tornado, tomato,* and *patio.*

- Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.

  Example: Understand the meaning of *pickle* in a sentence, such as *The pickle was an important part of metal working.* Use a dictionary to help clarify the use of the word *pickle* in this context.

Standard 2

READING: Reading Comprehension

(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 8, in addition to regular classroom reading, students read a variety of narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

- Compare and contrast the features and elements of consumer materials to gain meaning from documents.

  Example: Compare examples of a variety of instructional or technical manuals, such as those for a computer, hair appliance, camera, or electronic game, brought to class by different students. Describe what features make certain instructions easier than others to understand and follow.

- Analyze text that uses proposition (statement of argument) and support patterns.

  Example: Read and analyze the organization of the "pro" and the "con" editorials on a topic of interest in *USA Today*. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

  Example: Read articles on the same current topic in magazines, such as *Time* and *Newsweek*, and editorials in national or local newspapers. Compare and contrast the texts in how they present the issue.

- Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.

  Example: After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate's summary, based on how well the student describes the most important elements of the text.

- Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

  Example: Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, Web pages, and other consumer sources, such as *Consumer Reports*.

Expository (Informational) Critique

- Evaluate the logic, internal consistency, and structural patterns of text.

  Example: Read *The Brooklyn Bridge: They Said It Couldn't Be Built* by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).
  - Ballad: a poem that tells a story
  - Lyric: words set to music
  - Couplet: two successive lines of verse that rhyme
  - Epic: a long poem that describes heroic deeds or adventures
  - Elegy: a mournful poem for the dead
  - Ode: a poem of praise
  - Sonnet: a rhymed poem of 14 lines

  Example: Describe the different forms of poetry. Compare poems such as John Ciardi's "Elegy for Jog," Pablo Neruda's "Odes to Common Things," and Edgar Allan Poe's sonnet "To Science."

Narrative Analysis of Grade-Level-Appropriate Text

- Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.

  Example: Read a book, such as *Holes* by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution and how different subplots are incorporated into the story.

- Compare and contrast the motivations and reactions of literary characters from different historical eras confronting either similar situations and conflicts or similar hypothetical situations.

  Example: Compare books that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Books on this theme include books on the Civil War period, such as *Bull Run* by Paul Fleischman, books on World War I, such as *After the Dancing Days* by Markaret Rostkowski, or about the Vietnam War, such as *Park's Quest* by Katherine Patterson.

- Analyze the importance of the setting to the mood, tone, and meaning of the text.

  Example: Discuss the importance of the setting, including the place, the time period, and the customs, to books, such as *Friendly Persuasion* by Jessamyn West or *Stranded* by Ben Mikaelsen.

- Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works.

  Example: Explore the theme that heroism demands unusual courage and risk-taking. Read fiction and biographies, such as Rod Serling's television play *Requiem for a Heavyweight* and David Remnick's *King of the World: Muhammed Ali and the Rise of an American Hero*, to identify what both real and imaginary heroes have done.

- Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer's style and use those elements to interpret the work.
  - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money.*
  - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace
  - Dialect: the vocabulary, grammar, and pronunciation used by people in different regions
  - Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous

  Example: Read several short stories by Mark Twain and discuss his use of dialect in his stories. Watch Alan Jay Lerner and Frederick Loewe's musical *My Fair Lady*, an adaptation of Bernard Shaw's *Pygmalion*, and discuss how the musical presents dialect and how this dialect is important to the conflict in the story.

Literary Criticism

- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

  Example: Read a short biography of Edgar Allan Poe, Jack London, Shirley Jackson, Helen Keller, or Maya Angelou. Analyze how the author's experiences can be used to interpret his or her writings.

Standard 4

WRITING: Writing Process

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

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Organization and Focus

- Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.
- Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Research and Technology

- Plan and conduct multiple-step information searches by using computer networks.
- Achieve an effective balance between researched information and original ideas.
- Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning and clarity.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 8, students continue to write narrative (story), expository (informational), persuasive, and descriptive essays of at least 750 to 1,000 words. Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 8 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write biographies, autobiographies, and short stories that:
  - tell about an incident, event, or situation by using well-chosen details.
  - reveal the significance of, or the writer's attitude about, the subject.
  - use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

  Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.

- Write responses to literature that:
  - demonstrate careful reading and insight into interpretations.
  - connect response to the writer's techniques and to specific textual references.
  - make supported inferences about the effects of a literary work on its audience.
  - support judgments through references to the text, other works, other authors, or to personal knowledge.

  Example: After reading *The Giver* by Lois Lowry, write a final chapter to the book, describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending, and how it is supported by the rest of the book.

- Write research reports that:
  - define a thesis (a statement of position on the topic).
  - include important ideas, concepts, and direct quotations from significant information sources, including print reference materials and the Internet, and paraphrase and summarize all perspectives on the topic, as appropriate.
  - use a variety of primary and secondary sources and distinguish the nature and value of each.
  - organize and display information on charts, tables, maps, and graphs.
  - document sources with reference notes and a bibliography.

  Example: Research the topic of the benefits and drawbacks of public transportation. Conduct research to learn why some experts argue that we should use more public transportation. Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel. Summarize the findings and write a report on the pros and cons of public transportation, including charts and graphs to support your findings.

- Write persuasive compositions that:
  - include a well-defined thesis that makes a clear and knowledgeable appeal.
  - present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.
  - provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.

  Example: Using the research completed on public transportation, write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.

- Write technical documents that:
  - identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
  - include all the factors and variables that need to be considered.
  - use formatting techniques, including headings and changing the fonts (typeface) to aid comprehension.

  Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.

- Write using precise word choices to make writing interesting and exact.

  Example: Write stories, reports, articles, and letters using a variety of word choices. (Use *adequately* instead of *enough*. Use *encyclopedia* or *mystery novel* instead of *book*.)

- Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

  Example: Write a letter to the editor in response to an opinion column in your school or community newspaper.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions appropriate to this grade level.

Sentence Structure

- Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.
- Identify and use parallelism (use consistent elements of grammar when compiling a list) in all writing to present items in a series and items juxtaposed for emphasis.
  - Correct: *Students having difficulty and needing help should stay after class.*
  - Incorrect: *Students having difficulty and who need help should stay after class.*
- Use subordination, coordination, noun phrases that function as adjectives (*These gestures — acts of friendship — were noticed but not appreciated.*) and other devices to indicate clearly the relationship between ideas.

Grammar

- Edit written manuscripts to ensure that correct grammar is used.

Punctuation

- Use correct punctuation.

Capitalization

- Use correct capitalization.

Spelling

- Use correct spelling conventions.

8

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.
- Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- Use precise language, action verbs, sensory details, appropriate and colorful modifiers (describing words, such as adverbs and adjectives), and the active (*I recommend that you write drafts.*) rather than the passive voice (*The writing of drafts is recommended.*) in ways that enliven oral presentations.
- Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.
- Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of meaning.

8

Analysis and Evaluation of Oral and Media Communications

- Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- Evaluate the credibility of a speaker, including whether the speaker has hidden agendas, or presents slanted or biased material.
- Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions.

Speaking Applications

- Deliver narrative (story) presentations, such as biographical or autobiographical information that:
  - relate a clear incident, event, or situation by using well-chosen details.
  - reveal the significance of the incident, event, or situation.
  - use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters.

- Deliver oral responses to literature that:
  - interpret a reading and provide insight.
  - connect personal responses to the writer's techniques and to specific textual references.
  - make supported inferences about the effects of a literary work on its audience.
  - support judgments through references to the text, other works, other authors, or personal knowledge.

- Deliver research presentations that:
  - define a thesis (a position on the topic).
  - research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic.
  - use a variety of research sources and distinguish the nature and value of each.
  - present information on charts, maps, and graphs.

- Deliver persuasive presentations that:
  - include a well-defined thesis (position on the topic).
  - differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
  - anticipate and effectively answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements.
  - maintain a reasonable tone.

- Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies (sections of plays in which characters speak out loud to themselves) using voice modulation, tone, and gestures expressively to enhance the meaning.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Identify and use the literal and figurative meanings of words and understand the origins of words.

  Example: Understand figurative language when reading text, such as *She shot me a glance that would have made a laser beam seem like a birthday candle.* (Larry Servais)

- Distinguish between what words mean literally and what they imply and interpret what the words imply.

  Example: Analyze both the literal and the implied meaning of phrases when reading text, such as *We had a permissive father. He permitted us to work.* (Sam Levinson)

- Use knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.

  Example: Use the story of Midas to understand the phrase *the Midas touch*.

Standard 2

READING: Reading Comprehension
(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

  Example: After collecting samples of several different applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

- Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

  Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Generate relevant questions about readings on issues that can be researched.

  Example: Read about some of the different cultures described in *African Beginnings* by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.

- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

  Example: Read three or more nonfiction texts about black holes: *Black Holes* by Heather Couper et al.; *Black Holes* by Jean-Pierre Luminet et al.; articles identified using the *Reader's Guide to Periodical Literature*; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

- Demonstrate use of technology by following directions in technical manuals.

  Example: Follow the directions for using a graphing calculator or a complex software design program.

Expository (Informational) Critique

- Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

  Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extra-curricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

- Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

  Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

6

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

  Example: Compare plays with similar themes, such as the theme of loneliness in *The Miracle Worker* by William Gibson and *The Diary of Anne Frank*.

- Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

  Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), a play (such as Shakespeare's *The Tempest*), a report of the devastation of a hurricane or tornado, and an account of how the power of nature has been harnessed to provide energy.

Narrative Analysis of Grade-Level-Appropriate Text

- Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

  Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.

- Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

  Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13¾* by Sue Townsend and *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

  Example: Analyze and compare selections from Russell Baker's *Growing Up*, Ed McClanahan's *Natural Man*, and Reynolds Price's *Long and Happy Life* as variations on a theme.

- Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

  Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play *The Glass Menagerie*.

- Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

  Example: Analyze and compare figurative language in *The Odyssey*.

- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), in a text.

  Example: After reading *The Bridge of San Luis Rey* by Thornton Wilder, "The Lady or the Tiger" by Frank Stockton, or "The Ransom of Red Chief" by O. Henry, discuss the ironies revealed by the story.

- Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

  Example: Read *To Kill a Mockingbird* by Harper Lee and discuss the impact of Scout's narration as the story unfolds.

- Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.
  - Dialogue: a conversation between two characters
  - Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
  - Asides: words spoken by a character directly to the audience
  - Character foils: characters who are used as a contrast to another character
  - Stage designs: how the setting is provided in a play

  Example: Define different dramatic literary terms in Shakespeare's *Romeo and Juliet.* Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

Literary Criticism

- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

  Example: Read *The Abduction* by Mette Newth and Tiina Nunnally to understand how the character Osuqo, an Inuit and captive of European traders, uses metaphors and similes to justify her thoughts and yet respect the cultural beliefs of her land.

- Analyze the way in which a work of literature is related to the themes and issues of its historical period.

  Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

Standard 4

WRITING: Writing Process

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- Use precise language, action verbs, sensory details, and appropriate modifiers.

Research and Technology

- Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
- Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- Integrate quotations and citations into a written text while maintaining the flow of ideas.
- Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in specific style manuals.
- Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections for frequent errors.
- Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write biographical or autobiographical narratives or short stories that:
  - describe a sequence of events and communicate the significance of the events to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: Write an autobiographical account of a time when an important decision had to be made. Write a humorous story for elementary children and give the story a local setting.

- Write responses to literature that:
  - demonstrate a comprehensive grasp of the significant ideas of literary works.
  - support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - demonstrate awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

  Example: Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character, Boo Radley or Atticus Finch. Write a comparison of different characters in a book, such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

- Write expository compositions, including analytical essays and research reports that:
  - gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
  - communicate information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
  - include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - anticipate and address readers' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

  Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.

- Write persuasive compositions that:
  - organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
  - use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - address readers' concerns, counterclaims, biases, and expectations.

  Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local school district, such as a dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.

- Write documents related to career development, including simple business letters and job applications that:
  - present information purposefully and in brief to meet the needs of the intended audience.
  - follow a conventional business letter or memorandum format.

  Example: Write a letter requesting an informational interview with a person in a career area that you would like to know more about. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

- Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
  - report information and express ideas logically and correctly.
  - offer detailed and accurate specifications.
  - include scenarios, definitions, and examples to aid comprehension.
  - anticipate readers' problems, mistakes, and misunderstandings.

  Example: Write a code of student ethics that outlines the rules of behavior for people in your school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected of them.

- Use varied and expanded vocabulary, appropriate for specific forms and topics.

  Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

- Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.
- Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.

Manuscript Form

- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- Recognize and use elements of classical speech forms (including the introduction, transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable.
- Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.
- Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's *Romeo and Juliet* with Franco Zefferelli's film version).

Speaking Applications

- Deliver narrative (story) presentations that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - time the presentation of actions to accommodate time or mood changes.

- Deliver expository (informational) presentations that:
  - provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - convey information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
  - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

- Apply appropriate interviewing techniques that:
  - prepare and ask relevant questions.
  - make notes of responses.
  - use language that conveys maturity, sensitivity, and respect.
  - respond correctly and effectively to questions.
  - demonstrate knowledge of the subject or organization.
  - compile and report responses.
  - evaluate the effectiveness of the interview.

- Deliver oral responses to literature that:
  - advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate awareness of the author's writing style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
  - structure ideas and arguments in a coherent, logical fashion.
  - use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - anticipate and address the listener's concerns and counter arguments.

- Deliver descriptive presentations that:
  - establish a clear point of view on the subject of the presentation.
  - establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
  - use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Understand technical vocabulary in subject area reading.

  Example: While using a word-processing program on the computer, learn new terms and special meanings for words from the manual and online help feature: *control, enter, insert, format, font, template, page break, file,* and *folder*.

- Distinguish between what words mean literally and what they imply, and interpret what words imply.

  Example: Understand descriptive phrases when reading, such as *A man's feet must be planted in his country, but his eyes should survey the world.* (George Santayana)

- Use the knowledge of Greek, Roman, and Norse mythology to understand the origin and meaning of new words.

  Example: Use the myth of Narcissus and Echo to understand the word *narcissistic*.

Standard 2

READING: Reading Comprehension
(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

  Example: Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

  Example: Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.

- Demonstrate use of sophisticated technology by following technical directions.

  Example: Follow the directions to use a spreadsheet or database program on the computer. Follow the directions to download informational text files or articles from a Web site.

Expository (Informational) Critique

- Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.

  Example: Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

  Example: Analyze the features of plays, such as *I Never Sang for My Father* by Robert Anderson or *Arsenic and Old Lace* by Joseph Kesselring.

- Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

  Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass' eulogy, and the report of Lincoln's death from *The New York Times* on April 12, 1865. Analyze the differences between the genres and how the form impacts the reader's perception of the event.

Narrative Analysis of Grade-Level-Appropriate Text

- Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

  Example: Compare the development of the characters as they are represented in *Merlin: The Coming of Arthur* by Sir Thomas Malory, retold in a collection by David Day and *The Acts of King Arthur and His Noble Knights* by John Steinbeck.

- Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

  Example: Read works, such as "Mother to Son" by Langston Hughes or *In Search of Our Mothers' Gardens* by Alice Walker, and analyze the characters, citing specific examples from the text to develop this description.

- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

  Example: Analyze and compare selections that deal with the theme of self-exploration developed in *The House on Mango Street* by Sandra Cisneros and *My Left Foot* by Christy Brown.

- Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

  Example: Discuss how the games the boys play in school foreshadowed the coming of the war in *A Separate Peace* by John Knowles.

- Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

  Example: Evaluate the imagery in poetry, such "I Wandered Lonely as a Cloud" by William Wordsworth and "Shall I Compare Thee to a Summer's Day?" by William Shakespeare.

- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies (the contrast between expectation and reality), and inconsistencies in a text.

  Example: Read several short stories by O. Henry and evaluate the way that he develops the plot in each.

- Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

  Example: Read *Darkness at Noon* by Harold Krents and discuss the impact of the narration as the story unfolds.

- Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.
  - Dialogue: a conversation between two characters
  - Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
  - Asides: words spoken by a character directly to the audience
  - Character foils: characters who are used as a contrast to another character
  - Stage designs: how the setting is provided in a play

  Example: Evaluate the function of different dramatic devices in Shakespeare's *The Tragedy of Julius Caesar*.

Literary Criticism

- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

  Example: Read *Jane Eyre* by Charlotte Bronte and evaluate the way the author's style and descriptions help create a mood of tragedy and suspense.

- Analyze the way in which a work of literature is related to the themes and issues of its historical period.

  Example: Read a book, such as *The Age of Innocence* by Edith Wharton, and tell how the author uses the story to convey larger themes about a period of transition in American history.

Standard 4

WRITING: Writing Process

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- Use precise language, action verbs, sensory details, appropriate modifiers, and the active (*I will always remember my first trip to the city*) rather than the passive voice (*My first trip to the city will always be remembered*).

Research and Technology

- Use clear research questions and suitable research methods, including text and electronic resources and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.
- Develop the main ideas within the body of the composition through supporting evidence, such as [illegible], commonly held beliefs, hypotheses, and definitions.
- [illegible] information from multiple sources. Identify complexities and inconsistencies in the [illegible] different perspectives found in each medium, including almanacs, microfiche, news [illegible] studies, speeches, journals, technical documents, or Internet sources.
- [illegible] citations into a written text while maintaining the flow of ideas.

- Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.
- Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Evaluation and Revision

- Review, evaluate, revise, edit and proofread writing, using an editing checklist.
- Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; edit and revise in response to peer reviews of own work.

Standard 5

WRITING: Writing Applications
(Different Types of Writing and Their Characteristics)

At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write biographical or autobiographical narratives or short stories that:
  - describe a sequence of events and communicate the significance of the events to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: After reading an example of an autobiography, such as Helen Keller's *Story of My Life*, use the structure of the autobiography to compose an autobiography of your own.

- Write responses to literature that:
  - demonstrate a comprehensive grasp of the significant ideas of literary works.
  - support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - demonstrate awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.
  - extend writing by changing mood, plot, characterization, or voice.

  Example: After reading a short story, such as "The No-Guitar Blues" by Gary Soto, "The Lottery" by Shirley Jackson, or "The Metamorphosis" by Franz Kafka, write a different ending to the story.

- Write expository compositions, including analytical essays and research reports that:
  - gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.
  - communicate information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.
  - include visual aids by using technology to organize and record information on charts, maps, and graphs.
  - anticipate and address readers' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

  Example: Write a report on the Globe Theatre, gathering information from books, such as *Shakespeare's Theatre* by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored," and Web sites by using a key word search for "Shakespeare" and "Globe Theatre." Explain why the theatre was significant in the development of Shakespeare's works.

- Write persuasive compositions that:
  - organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
  - use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy.
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - address readers' concerns, counterclaims, biases, and expectations.

  Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

- Write business letters that:
  - provide clear and purposeful information and address the intended audience appropriately.
  - use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.
  - emphasize main ideas or images.
  - follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

  Example: Write a letter of support or of complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.

- Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:
  - report information and express ideas logically and correctly.
  - offer detailed and accurate specifications.
  - include scenarios, definitions, and examples to aid comprehension.
  - anticipate readers' problems, mistakes, and misunderstandings.

  Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.

- Use varied and expanded vocabulary, appropriate for specific forms and topics.

  Example: Write a sentence for use in a formal letter of complaint: The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund. Write a paragraph for a lab report summarizing the procedure used.

- Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

Grammar and Mechanics of Writing

- Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.

- Demonstrate an understanding of sentence construction including parallel structure, subordination, and the proper placement of modifiers and proper English usage including the consistent use of verb tenses.

Manuscript Form

- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- Apply appropriate manuscript conventions, including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

- Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes (stories about a specific event), or references to authoritative sources.
- Recognize and use elements of classical speech forms (including the introduction, first and second transitions, body, and conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).
- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

Analysis and Evaluation of Oral and Media Communications

- Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.
- Analyze historically significant speeches (such as Franklin Delano Roosevelt's "Day of Infamy" speech) to find the rhetorical devices and features that make them memorable.
- Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.
- Identify the artistic effects of a media presentation and evaluate the techniques used to create them (for example, compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

Speaking Applications

- Deliver narrative (story) presentations that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - time the presentation of actions to accommodate time or mood changes.

- Deliver expository (informational) presentations that:
  - provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - convey information and ideas from primary and secondary sources accurately and coherently.
  - make distinctions between the relative value and significance of specific data, facts, and ideas.
  - include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
  - anticipate and address the listeners' potential misunderstandings, biases, and expectations.
  - use technical terms and notations accurately.

- Apply appropriate interviewing techniques that:
  - prepare and ask relevant questions.
  - make notes of responses.
  - use language that conveys maturity, sensitivity, and respect.
  - respond correctly and effectively to questions.
  - demonstrate knowledge of the subject or organization.
  - compile and report responses.
  - evaluate the effectiveness of the interview.

- Deliver oral responses to literature that:
  - advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate awareness of the author's writing style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:
  - structure ideas and arguments in a coherent, logical fashion.
  - use speech devices to support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy).
  - clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - anticipate and address the listeners' concerns and counter arguments.

- Deliver descriptive presentations that:
  - establish a clear point of view on the subject of the presentation.
  - establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).
  - use effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Trace the history of significant terms used in political science and history.

  Example: Understand the historical and current meanings of words, such as *democracy, political party,* and *legislature.*

- Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

  Example: While reading a biology textbook, understand specialized terms related to heredity, such as *genes, genetic, deoxyribonucleic acid (DNA), genotype,* and *organism.*

- Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

  Example: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear.*

Standard 2

READING: Reading Comprehension
(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 11, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

  Example: Evaluate a famous political speech, such as Martin Luther King, Jr.'s "I Have a Dream" speech or Colin Powell's "Sharing the American Dream" speech, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

  Example: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *John Wilkes Booth: A Sister's Memoir* by Asia Booth Clarke and evaluate how each communicates information to the reader and which style is more effective for the reader.

- Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.

  Example: Check information learned in a driver's training course with information in the printed *Indiana Driver's Manual*.

- Make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

  Example: Read Stephen Crane's *The Red Badge of Courage* and Alfred Kazin's critique of the novel in the Bantam edition. Make a judgment about Kazin's critique of the novel and support agreement or disagreement with the critique by citing evidence from the novel.

- Analyze an author's implicit and explicit assumptions and beliefs about a subject.

  Example: Relate core concepts in self-government as they are conveyed by the *Bill of Rights*, the *Declaration of Independence*, and the *U.S. Constitution*. Discuss how these concepts and ideals continue in American society today.

Expository (Informational) Critique

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

  Example: Evaluate documents in support of and against an issue, such as building a new sports complex in the community. Address such issues as how supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Analyze characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
  - Satire: using humor to point out weaknesses of people and society
  - Parody: using humor to imitate or mock a person or situation
  - Allegory: using fictional figures and actions to express truths about human experiences
  - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

  Example: Read and evaluate the short story, "The Celebrated Jumping Frog of Calaveras County," by Mark Twain, as an example of Twain's gentle satirizing of human behavior.

Narrative Analysis of Grade-Level-Appropriate Text

- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

  Example: Analyze the development of the theme of self-reliance, as shown in works such as "Self-Reliance" by Ralph Waldo Emerson and "Floyd Patterson: The Essence of a Competitor" by Joyce Carol Oates.

- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.

  Example: Analyze the impact of the author's style in works such as "I Will Fight No More Forever" by Chief Joseph.

- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

  Example: Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out...," and Amy Lowell's "Patterns."

- Analyze recognized works of American literature representing a variety of genres and traditions that:
  - trace the development of the major periods of American literature.
  - contrast the major themes, styles, and trends in different periods.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan.

- Analyze the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

  Example: Evaluate the themes developed by works such as *A Raisin in the Sun* by Lorraine Hansberry and *The Crucible* or *Death of a Salesman* by Arthur Miller.

Literary Criticism

- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

  Example: Analyze and evaluate how Martin Luther King, Jr.'s use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and analyze the authors' respective assumptions about women's suffrage, gender equity, and women's place in organized labor.

- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

  Example: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment.

Standard 4

WRITING: Writing Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Discuss ideas for writing with classmates, teachers, and other writers.
- Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- Use language in creative and vivid ways to establish a specific tone.

Research and Technology

- Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

- Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.
- Edit and proofread one's own writing, as well as that of others, using an editing checklist.
- Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 11, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words. Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 11 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write fictional, autobiographical, or biographical narratives that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life.

- Write responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

  Example: After reading "The Fall of the House of Usher" by Edgar Allan Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

- Write reflective compositions that:
  - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

  Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.

- Write historical investigation reports that:
  - use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
  - analyze several historical records of a single event, examining critical relationships between elements of the topic.
  - explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - include a formal bibliography.

  Example: Compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. Examine other historical documents to determine how accurate and perceptive de Tocqueville's analysis was, and how his views of society reflect the United States today.

- Write job applications and résumés that:
  - provide clear and purposeful information and address the intended audience appropriately.
  - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - modify the tone to fit the purpose and audience.
  - follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

  Example: Write a résumé outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience.

- Use varied and extended vocabulary, appropriate for specific forms and topics.

  Example: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.*

- Use precise technical or scientific language when appropriate for topic and audience.

  Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.*

- Deliver multimedia presentations that:
  - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

  Example: Prepare a multimedia presentation about Indiana authors. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Produce writing that shows accurate spelling and correct punctuation and capitalization.
- Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- Distinguish between and use various forms of logical arguments, including:
  - inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
  - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast *War of the Worlds*).

Speaking Applications

- Deliver reflective presentations that:
  - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.

- Deliver oral reports on historical investigations that:
  - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

- Deliver oral responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
  - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
  - support important ideas and viewpoints through specific references to the text and to other works.
  - demonstrate an awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver multimedia presentations that:
  - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be").

NOTES

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Understand unfamiliar words based on characters or themes in literature or on historical events.

  Example: Understand the meaning of words like *Dickensian* (like characters and behaviors created by Charles Dickens), *quisling* (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

- Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and math (*gene splicing, genetic engineering*).

- Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

  Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet.*

Standard 2

READING: Reading Comprehension
(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

  Example: Evaluate a famous political speech, such as Abraham Lincoln's "Gettysburg Address" or John F. Kennedy's 1960 inaugural address, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

  Example: Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.

- Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public, and historical documents.

  Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

- Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.

  Example: Read Upton Sinclair's *The Jungle* and evaluate the validity of Sinclair's arguments for government regulation of the food industry. Evaluate whether this message of social reform was well presented in a fictional context, and how it might have been differently presented as an informational text.

- Analyze an author's implicit and explicit assumptions and beliefs about a subject.

  Example: After reading excerpts from British physicist Stephen W. Hawking's *Black Holes and Baby Universes and Other Essays*, evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.

Expository (Informational) Critique

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

  Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
  - Satire: using humor to point out weaknesses of people and society
  - Parody: using humor to imitate or mock a person or situation
  - Allegory: using of fictional figures and actions to express truths about human experiences
  - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

  Example: Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.

Narrative Analysis of Grade-Level-Appropriate Text

- Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

  Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.

- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

  Example: Evaluate the use of irony and tone that Jane Austen uses in novels such as *Pride and Prejudice* or *Sense and Sensibility*.

- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

  Example: Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

- Analyze recognized works of British literature representing a variety of genres and traditions that:
  - trace the development of British literature.
  - contrast the major themes, styles, and trends in each period.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (Seventeenth Century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and *Across the Bridge* by Graham Greene (Twentieth Century).

- Evaluate the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

  Example: Explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's *The Tragedy of Macbeth*.

- Analyze recognized works of world literature from a variety of authors that:
  - contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
  - relate literary works and authors to the major themes and issues of their literary period.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Read and evaluate works of world literature, such as *The Inferno of Dante* by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen.

Literary Criticism

- Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

  Example: Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

- Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

  Example: Read Samuel Becket's *Waiting for Godot* or Shakespeare's *Hamlet* and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.

Standard 4

WRITING: Writing Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- Use language in creative and vivid ways to establish a specific tone.

Research and Technology

- Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- Use technology for all aspects of creating, revising, editing, and publishing.

Evaluation and Revision

- Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write fictional, autobiographical, or biographical narratives that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

- Write responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

  Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

- Write reflective compositions that:
  - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

  Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the 21st century. Make personal observations, but connect them to a larger theme of interest to your audience.

- Write historical investigation reports that:
  - use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
  - analyze several historical records of a single event, examining critical relationships between elements of the topic.
  - explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - include a formal bibliography.

  Example: Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.

- Write job applications and résumés that:
  - provide clear and purposeful information and address the intended audience appropriately.
  - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - modify the tone to fit the purpose and audience.
  - follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

  Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

- Use varied and extended vocabulary, appropriate for specific forms and topics.

  Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

- Use precise technical or scientific language when appropriate for topic and audience.

  Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience. An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

- Deliver multimedia presentations that:
  - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

  Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Produce writing that shows accurate spelling and correct punctuation and capitalization.
- Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- Distinguish between and use various forms of logical arguments, including:
  - inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
  - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's his abdication speech).

Speaking Applications

- Deliver reflective presentations that:
  - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.

- Deliver oral reports on historical investigations that:
  - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

- Deliver oral responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
  - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
  - support important ideas and viewpoints through specific references to the text and to other works.
  - demonstrate an awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver multimedia presentations that:
  - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).

Questions?

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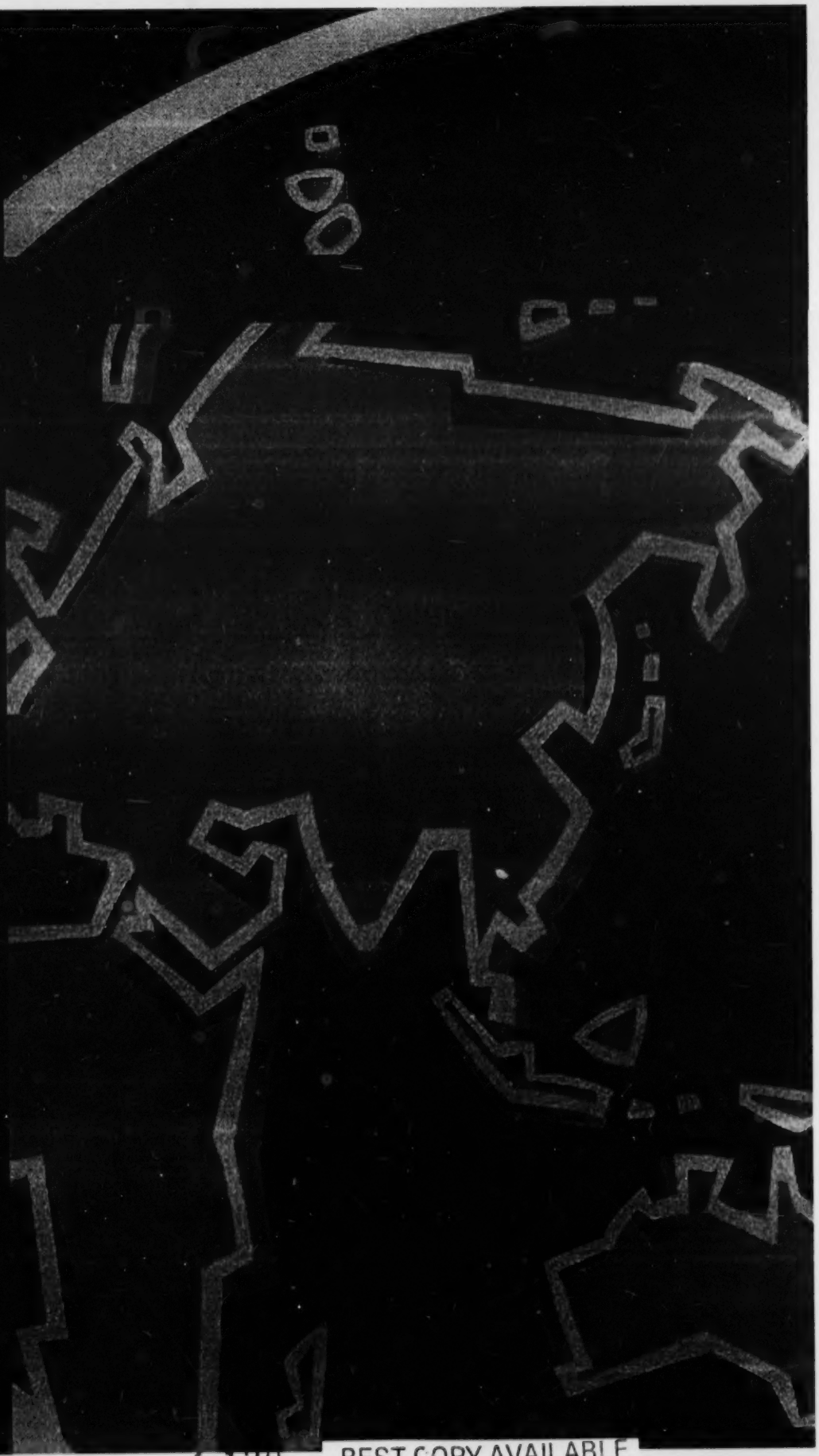

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